DOCUMENT RESUME

ED 214 958 TM 820 109

AUTHOR Klein, Stephen P.; And Others
TITLE Evaluation Workshop IV: Implementation Evaluation.
INSTITUTION California Univ., Los Angeles. Center for the Study of Evaluation.
PUB DATE [82]
NOTE 94p.; For related documents, see TM 820 106-111. Best copy available.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrators; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluative Thinking; Evaluators; Models; Training Methods; *Workshops

ABSTRACT

This handbook is part of a series prepared by the Center for the Study of Evaluation (CSE) for evaluation workshop participants. Activities are suggested for teams of trainees to practice the use of the five stage evaluation model. The five stages are needs assessment, program planning, implementation evaluation, progress and outcome evaluation. Instructions are given to guide participants in distinguishing between implementation and progress evaluation. Sample forms for preparing and using an observation checklist are illustrated. Forms for detecting and anticipating program discrepancies for implementation plans and reports are included as well. A practice exercise is offered to demonstrate performance as an arbitrator for an evaluation team. The arbitrator must compare odd and even numbered teams to detect potential discrepancies or problems. Practice in writing an implementation evaluation report is also offered. (DWH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED214958

EVALUATION WORKSHOP IV: IMPLEMENTATION EVALUATION

Stephen P. Klein and Arlene Fink

with Jeffrey S. Davies

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Gerry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM820 105

Developed by
Evaluation Technologies Program
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California

PART 1

ATTACHMENT TO PART I
Evaluation Activity Labels

Selecting a set of objectives from a list of instructional objectives

Reviewing the results of the program in order to decide whether the program should be continued or dropped

Developing procedures to investigate which of several kinds of instructional materials should be used in the program

Establishing standards of performance to determine whether students are exceeding, achieving, or failing to reach proficiency on objectives for a new program that might be installed

Preparing an interim report on whether the program is on schedule in meeting its instructional objectives

Deciding upon the appropriate evaluation design to ascertain the effectiveness of the program

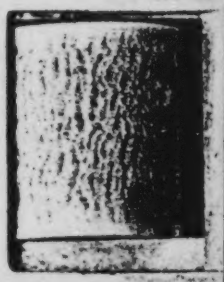
Investigating whether students in a program are using the special equipment properly.

Observing a teacher's class to find out what he/she might be doing to account for the class' unusually high test scores

Preparing a summary report on which students appeared to profit most from the new program

Developing effective methods of combining the ratings of objectives which have been rated by a variety of individuals, e.g., parents, administrators, students, etc.

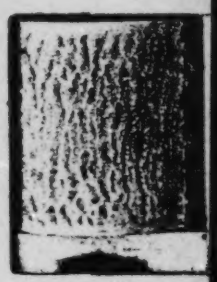
Establishing procedures for returning the students' scores on the weekly evaluations to the teachers within two days



Going back over the data collected during the course of the program to find out whether student interest in the subject matter increased, decreased, or remained the same

Using a checklist to determine whether the teachers followed the specially prepared lesson plans detailing the sequence for a given unit.

Reporting the students' average score on each of the objectives of the program's first unit



Deciding how the data about a program will be analyzed and reported

Categorizing Evaluation Activities

Directions

On the next page you will find a partially completed diagram of the Center's five-stage model of evaluation. Your team's task is to categorize 15 specific evaluation activities in terms of their appropriateness to each stage.

The list of activities is contained in the envelope attached to this part of your notebook. Remove each activity from its self-adhesive backing and place it in the appropriate blank under each stage of the Center's model. You do not have to place the activities in sequence.

Two of the activities have already been categorized for you. Categorize the remaining 13 activities in the same manner.

Please turn the page

NEEDS ASSESSMENT

Selecting a set of objectives from a list of instructional objectives

[Note: Remove adhesive backing from each evaluation activity and place it in the box representing the most appropriate evaluation stage]

PROGRAM PLANNING

Categorizing Evaluation Activities

IMPLEMENTATION EVALUATION	PROGRESS EVALUATION	OUTCOME EVALUATION
		Reviewing the results of the program in order to decide whether that program should be continued or dropped

(continued)

PART 2

Please turn the page

NEEDS ASSESSMENT

Selecting a set of objectives from a list of instructional objectives

Establishing standards of performance to determine whether students are exceeding, achieving, or failing to reach proficiency on objectives for a new program that might be installed

Developing effective methods of combining the ratings of objectives which have been rated by a variety of individuals, e.g., parents, administrators, students, etc.

Please insert this sheet at the end of Section C

2-1
C-3

PROGRAM PLANNING

Developing procedures to investigate which of several kinds of instructional materials should be used in the program

Deciding upon the appropriate evaluation design to ascertain the effectiveness of the program

Deciding how the data about a program will be analyzed and reported

Categorizing Evaluation Activities - Feedback

IMPLEMENTATION EVALUATION	PROGRESS EVALUATION	OUTCOME EVALUATION
Investigating whether students in a program are using the special equipment properly.	Preparing an interim report on whether the program is on schedule in meeting its instructional objectives	Reviewing the results of the program in order to decide whether that program should be continued or dropped
Observing a teacher's class to find out what he/she might be doing to account for the class' unusually high test scores	Establishing procedures for returning the students' scores on the weekly evaluations to the teachers within two days	Preparing a summary report on which students appeared to profit most from the new program
Using a checklist to determine whether the teachers followed the specially prepared lesson plans detailing the sequence for a given unit of instruction	Reporting the students' average score on each of the objectives of the program's first unit	Going back over the data collected during the course of the program to find out whether student interest in the subject matter increased, decreased, or remained the same

Please insert this sheet at the end of Section C

2-2
C-4

Please turn the page

NEEDS ASSESSMENT

Selecting a set of objectives from a list of instructional objectives

Establishing standards of performance to determine whether students are exceeding, achieving, or failing to reach proficiency on objectives for a new program that might be installed

Developing effective methods of combining the ratings of objectives which have been rated by a variety of individuals, e.g., parents, administrators, students, etc.

Please insert this sheet at the end of Section C

2-1
C-3

21

PROGRAM PLANNING

Developing procedures to investigate which of several kinds of instructional materials should be used in the program

Deciding upon the appropriate evaluation design to ascertain the effectiveness of the program

Deciding how the data about a program will be analyzed and reported

Categorizing Evaluation Activities - Feedback

22

IMPLEMENTATION EVALUATION	PROGRESS EVALUATION	OUTCOME EVALUATION
Investigating whether students in a program are using the special equipment properly.	Preparing an interim report on whether the program is on schedule in meeting its instructional objectives	Reviewing the results of the program in order to decide whether that program should be continued or dropped
Observing a teacher's class to find out what he/she might be doing to account for the class' unusually high test scores	Establishing procedures for returning the students' scores on the weekly evaluations to the teachers within two days	Preparing a summary report on which students appeared to profit most from the new program
Using a checklist to determine whether the teachers followed the specially prepared lesson plans detailing the sequence for a given unit of instruction	Reporting the students' average score on each of the objectives of the program's first unit	Going back over the data collected during the course of the program to find out whether student interest in the subject matter increased, decreased, or remained the same

Please insert this sheet at the end of Section C

2-2
C-4

Please turn the page

NEEDS ASSESSMENT

Selecting a set of objectives from a list of instructional objectives

Establishing standards of performance to determine whether students are exceeding, achieving, or failing to reach proficiency on objectives for a new program that might be installed

Developing effective methods of combining the ratings of objectives which have been rated by a variety of individuals, e.g., parents, administrators, students, etc.

PROGRAM PLANNING

Developing procedures to investigate which of several kinds of instructional materials should be used in the program

Deciding upon the appropriate evaluation design to ascertain the effectiveness of the program

Deciding how the data about a program will be analyzed and reported

Please insert this sheet at the end of Section C

2-1
C-3

Categorizing Evaluation Activities - Feedback

IMPLEMENTATION EVALUATION	PROGRESS EVALUATION	OUTCOME EVALUATION
Investigating whether students in a program are using the special equipment properly.	Preparing an interim report on whether the program is on schedule in meeting its instructional objectives	Reviewing the results of the program in order to decide whether that program should be continued or dropped
Observing a teacher's class to find out what he/she might be doing to account for the class' unusually high test scores	Establishing procedures for returning the students' scores on the weekly evaluations to the teachers within two days	Preparing a summary report on which students appeared to profit most from the new program
Using a checklist to determine whether the teachers followed the specially prepared lesson plans detailing the sequence for a given unit of instruction	Reporting the students' average score on each of the objectives of the program's first unit	Going back over the data collected during the course of the program to find out whether student interest in the subject matter increased, decreased, or remained the same

Please insert this sheet at the end of Section C

2-2
C-4

PART 3

Reporting To The Superintendent

November 6, 19XX

MEMO

TO: Dr. E. Schlessinger

FROM: Mr. John McKenna, Evaluation Consultant

Subj: Your request regarding the Lopez Memo of November 3rd.

PART 4

Distinguishing Between Implementation and Progress Evaluation

Directions

In the spaces below, determine whether information at your disposal (Section F) can best be used for an implementation evaluation and/or a progress evaluation. You should also describe each information source, show how the information could be used in the selected evaluation stage(s) and state the type of information source. Refer to the sample answer on page F-2 of your Participant Notebook if needed.

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
Eppley letter (F-3)			
Memo on weekly quiz (F-4 to F-6)			
Observation checklist (F-7)			
Wemple letter (F-8)			

Please turn the page

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
Memo on monthly evaluation (F-9)			
Campanile letter (F-10)			
Editoral (F-11)			
Standardized test scores (F-12 & 13)			
Interview schedule (F-14)			

STOP! PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART 5

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Eppley Letter) Letter from parent describing child's changed feelings about subject matter as a result of program. Parent also describes child's new concept of subject matter.	Progress	to provide information about whether students understand focus and goals of the program	Record
	Progress	to determine whether students are achieving affective objectives; to find out how parents feel towards program	
(Memo on weekly quiz) Material related to the who-what-where-how and when of administering the weekly quiz. An example of the test format and its subject matter is included.	Implementation	to determine whether the directions for administering the test followed planned guidelines; to see whether the number of items and the type of items on the test are consistent with the prescription in the program plan	Test
	Progress	to help find out what objectives are being achieved and whether they are being achieved on schedule; to find out which students are achieving objectives, and which students need more help	
(Observation checklist) Observation checklist where observer notes the number of students engaged in different kinds of activities: independent activity, non-instructional activity, etc.	Implementation	to determine whether certain kinds of activities prescribed in the program plan are being implemented; also the proportion of time devoted to each type of activity; to find out the proportion of students engaging in a prescribed activity (The results of the observation schedule could provide progress information if, for example, the evaluator was concerned with finding out whether the number of students engaging in certain activities increased from one observation to the next.)	Observation

Please insert 5-1, 5-2, & 5-3, at the end of Section F

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Wemple Letter) Letter from parent complaining about amount of time child is spending on homework and describing child's deteriorating attitude toward subject matter	Implementation	to determine how program is being operated in terms of its specific components, e.g., homework - too much? too little?	Record
	Progress	to help identify extent to which affective objectives are being met	
	Implementation and Progress	to help determine how well the program's goals and procedures were communicated to parents and children	
(Memo on monthly evaluation) Memo pertaining to the administration of the monthly evaluation and reporting of scores for each student	Implementation	to provide information about the "facts" of test administration -- the who, what, when, why and how. These facts will help determine whether administration of test is as planned; to determine whether the teaching of and evaluation of the objectives are as scheduled	Record
	Progress	to find out which classes and which students are successfully achieving particular objectives	
	Implementation and Progress	to help determine whether remediation is needed and whether instructional guidelines and materials need to be improved	
(Campanile letter) Letter from teacher not in program expressing discontent about money; availability of equipment; behavior of children in program; and refusal of teachers in program to lend materials	Progress	to determine whether affective objectives are being met by children in the program (as manifested by their behavior) to determine the program-group teachers' and control-group teachers' attitudes toward and understanding of program purposes and procedures	Record

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Editorial in ACT) -- Editorial complaining that teachers in program were not prepared to face real problems. Report on occurrences such as use of materials by students not in the program and students bringing in materials not prescribed in program plan, etc.	Implementation	to find out whether the communication of program's goals and procedures to program group and control group teachers has been adequate; to gather information about whether materials are being used by the intended people; to determine teachers' feelings about the adequacy of training provided by the orientation; to find out whether other-than-program materials are influencing student progress in both program and control groups	Record
(Last year's test scores) Memo and accompanying form listing standardized test scores earned by children last year	Progress	to provide baseline data about experimental and control classes	Test
	Implementation	to determine whether children with certain characteristics have been placed in program or control classes as intended	
	Implementation and Progress	to determine characteristics of pupils involved in either experimental or control group. This might provide information about why one group is doing better than another group	
(Interview schedule for use with teachers in program) Teachers are asked about having difficulties with materials, instructional procedures as outlined in specifications, etc.	Implementation	to determine whether materials are being used as anticipated in the plan; to see if either teachers or students had difficulties working with the materials or following instructional procedures	Interview
	Implementation	to find out whether teachers felt that training session was adequate in helping them implement the program	

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Eppley Letter) Letter from parent describing child's changed feelings about subject matter as a result of program. Parent also describes child's new concept of subject matter.	Progress	to provide information about whether students understand focus and goals of the program	Record
	Progress	to determine whether students are achieving affective objectives; to find out how parents feel towards program	
(Memo on weekly quiz) Material related to the who-what-where-how and when of administering the weekly quiz. An example of the test format and its subject matter is included.	Implementation	to determine whether the directions for administering the test followed planned guidelines; to see whether the number of items and the type of items on the test are consistent with the prescription in the program plan	Test
	Progress	to help find out what objectives are being achieved and whether they are being achieved on schedule; to find out which students are achieving objectives, and which students need more help	
(Observation checklist) Observation checklist where observer notes the number of students engaged in different kinds of activities: independent activity, non-instructional activity, etc.	Implementation	to determine whether certain kinds of activities prescribed in the program plan are being implemented; also the proportion of time devoted to each type of activity; to find out the proportion of students engaging in a prescribed activity (The results of the observation schedule could provide progress information if, for example, the evaluator was concerned with finding out whether the number of students engaging in certain activities increased from one observation to the next.)	Observation

Please insert 5-1, 5-2, & 5-3, at the end of Section F

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Wemple Letter) Letter from parent complaining about amount of time child is spending on homework and describing child's deteriorating attitude toward subject matter	Implementation	to determine how program is being operated in terms of its specific components, e.g., homework - too much? too little?	Record
	Progress	to help identify extent to which affective objectives are being met	
	Implementation and Progress	to help determine how well the program's goals and procedures were communicated to parents and children	
(Memo on monthly evaluation) Memo pertaining to the administration of the monthly evaluation and reporting of scores for each student	Implementation	to provide information about the "facts" of test administration -- the who, what, when, why and how. These facts will help determine whether administration of test is as planned; to determine whether the teaching of and evaluation of the objectives are as scheduled	Record
	Progress	to find out which classes and which students are successfully achieving particular objectives	
	Implementation and Progress	to help determine whether remediation is needed and whether instructional guidelines and materials need to be improved	
(Campanile letter) Letter from teacher not in program expressing discontent about money; availability of equipment; behavior of children in program; and refusal of teachers in program to lend materials	Progress	to determine whether affective objectives are being met by children in the program (as manifested by their behavior) to determine the program-group teachers' and control-group teachers' attitudes toward and understanding of program purposes and procedures	Record

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Editorial in ACT) -- Editorial complaining that teachers in program were not prepared to face real problems. Report on occurrences such as use of materials by students not in the program and students bringing in materials not prescribed in program plan, etc.	Implementation	to find out whether the communication of program's goals and procedures to program group and control group teachers has been adequate; to gather information about whether materials are being used by the intended people; to determine teachers' feelings about the adequacy of training provided by the orientation; to find out whether other-than-program materials are influencing student progress in both program and control groups	Record
(Last year's test scores) Memo and accompanying form listing standardized test scores earned by children last year	Progress	to provide baseline data about experimental and control classes	Test
	Implementation	to determine whether children with certain characteristics have been placed in program or control classes as intended	
	Implementation and Progress	to determine characteristics of pupils involved in either experimental or control group. This might provide information about why one group is doing better than another group	
(Interview schedule for use with teachers in program) Teachers are asked about having difficulties with materials, instructional procedures as outlined in specifications, etc.	Implementation	to determine whether materials are being used as anticipated in the plan; to see if either teachers or students had difficulties working with the materials or following instructional procedures	Interview
	Implementation	to find out whether teachers felt that training session was adequate in helping them implement the program	

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Eppley Letter) Letter from parent describing child's changed feelings about subject matter as a result of program. Parent also describes child's new concept of subject matter.	Progress	to provide information about whether students understand focus and goals of the program	Record
	Progress	to determine whether students are achieving affective objectives; to find out how parents feel towards program	
(Memo on weekly quiz) Material related to the who-what-where-how and when of administering the weekly quiz. An example of the test format and its subject matter is included.	Implementation	to determine whether the directions for administering the test followed planned guidelines; to see whether the number of items and the type of items on the test are consistent with the prescription in the program plan	Test
	Progress	to help find out what objectives are being achieved and whether they are being achieved on schedule; to find out which students are achieving objectives, and which students need more help	
(Observation checklist) Observation checklist where observer notes the number of students engaged in different kinds of activities: independent activity, non-instructional activity, etc.	Implementation	to determine whether certain kinds of activities prescribed in the program plan are being implemented; also the proportion of time devoted to each type of activity; to find out the proportion of students engaging in a prescribed activity (The results of the observation schedule could provide progress information if, for example, the evaluator was concerned with finding out whether the number of students engaging in certain activities increased from one observation to the next.)	Observation

Please insert 5-1, 5-2, & 5-3, at the end of Section F

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Wemple Letter) Letter from parent complaining about amount of time child is spending on homework and describing child's deteriorating attitude toward subject matter	Implementation	to determine how program is being operated in terms of its specific components, e.g., homework - too much? too little?	Record
	Progress	to help identify extent to which affective objectives are being met	
	Implementation and Progress	to help determine how well the program's goals and procedures were communicated to parents and children	
(Memo on monthly evaluation) Memo pertaining to the administration of the monthly evaluation and reporting of scores for each student	Implementation	to provide information about the "facts" of test administration -- the who, what, when, why and how. These facts will help determine whether administration of test is as planned; to determine whether the teaching of and evaluation of the objectives are as scheduled	Record
	Progress	to find out which classes and which students are successfully achieving particular objectives	
	Implementation and Progress	to help determine whether remediation is needed and whether instructional guidelines and materials need to be improved	
(Campanile letter) Letter from teacher not in program expressing discontent about money; availability of equipment; behavior of children in program; and refusal of teachers in program to lend materials	Progress	to determine whether affective objectives are being met by children in the program (as manifested by their behavior) to determine the program-group teachers' and control-group teachers' attitudes toward and understanding of program purposes and procedures	Record

Distinguishing Between Implementation and Progress Evaluation - Feedback

Description of Information Source	Stage of Evaluation	Description of How Information Can Be Used	Type of Information Source
(Editorial in ACT) -- Editorial complaining that teachers in program were not prepared to face <u>real</u> problems. Report on occurrences such as use of materials by students not in the program and students bringing in materials not prescribed in program plan, etc.	Implementation	to find out whether the communication of program's goals and procedures to program group and control group teachers has been adequate; to gather information about whether materials are being used by the intended people; to determine teachers' feelings about the adequacy of training provided by the orientation; to find out whether other-than-program materials are influencing student progress in both program and control groups	Record
(Last year's test scores) Memo and accompanying form listing standardized test scores earned by children last year	Progress	to provide baseline data about experimental and control classes	Test
	Implementation	to determine whether children with certain characteristics have been placed in program or control classes as intended	
	Implementation and Progress	to determine characteristics of pupils involved in either experimental or control group. This might provide information about why one group is doing better than another group	
(Interview schedule for use with teachers in program) Teachers are asked about having difficulties with materials, instructional procedures as outlined in specifications, etc.	Implementation	to determine whether materials are being used as anticipated in the plan; to see if either teachers or students had difficulties working with the materials or following instructional procedures	Interview
	Implementation	to find out whether teachers felt that training session was adequate in helping them implement the program	

PART 6

Selecting Implementation Information: Planning the Evaluation

Directions

Answer the question below and then justify your answer by relying upon the information contained in the excerpts from the two implementation evaluation plans given in Section H.

Question: Which of the following statements are correct?

a) Evaluation plan #1 is better than evaluation plan #2.

b) Evaluation plan #2 is better than evaluation plan #2.

c) Evaluation plan #1 and evaluation plan #2 are both equally good.

d) Evaluation plan #1 and evaluation plan #2 are both equally poor.

Justification: _____

CSE
ARCHIVE COPY

PART 7

Selecting Implementation Information: Planning the Evaluation - Feedback

The correct answer is a) Evaluation plan #1 is better than evaluation plan #2.

Justification:

Evaluation plan #1 takes into account activities associated with the sex education program's defining characteristics of instruction, evaluation and organization.

Instruction: Materials - use of programmed texts and availability of slide projectors

Organization: Communication - with parents and principals

Evaluation: Data Analysis - speed of analysis procedures

Evaluation plan #2 is concerned only with instructional activities such as student participation in actual working situations and transportation facilities and is therefore less likely to provide the variety of information needed by the program's decision makers.

Please insert this sheet at the end of Section H.

7-1
H-4

Selecting Implementation Information: Planning the Evaluation - Feedback

The correct answer is a) Evaluation plan #1 is better than evaluation plan #2.

Justification:

Evaluation plan #1 takes into account activities associated with the sex education program's defining characteristics of instruction, evaluation and organization.

Instruction: Materials - use of programmed texts and availability of slide projectors

Organization: Communication - with parents and principals

Evaluation: Data Analysis - speed of analysis procedures

Evaluation plan #2 is concerned only with instructional activities such as student participation in actual working situations and transportation facilities and is therefore less likely to provide the variety of information needed by the program's decision makers.

Please insert this sheet at the end of Section H.

7-1
H-4

The correct answer is a) Evaluation plan #1 is better than evaluation plan #2.

Justification:

Evaluation plan #1 takes into account activities associated with the sex education program's defining characteristics of instruction, evaluation and organization.

Instruction: Materials - use of programmed texts and availability of slide projectors

Organization: Communication - with parents and principals

Evaluation: Data Analysis - speed of analysis procedures

Evaluation plan #2 is concerned only with instructional activities such as student participation in actual working situations and transportation facilities and is therefore less likely to provide the variety of information needed by the program's decision makers.

Please insert this sheet at the end of Section H.

7-1
H-4

PART 8

Preparing an Observation Checklist

Directions

In the spaces below, devise a checklist for use in an implementation evaluation of the teacher's language arts class. Refer to pages J-1 and J-2.

OBSERVATION CHECKLIST

Line Number(s)	Program Procedures	Yes	No
11-12	Was a tape recorder used as a means of providing feedback?		
14-15	Did the teacher state and explain the instructional objectives for the lesson?		

Please turn the page

(continued)

OBSERVATION CHECKLIST

Line Number(s)	Program Procedures	Yes	No

STOP! PLEASE DO NOT TURN THE PAGE
UNTIL ASKED TO DO SO

PART 9

Preparing an Observation Checklist - Feedback

OBSERVATION CHECKLIST

Line Number(s)	Program Procedures	Yes	No
11-12	Was a tape recorder used as a means of providing feedback?		
14-15	Did the teacher state and explain the instructional objectives for the lesson?		
16-17	Did the teacher explain the objectives in terms of their relevance to the students' daily lives?		
18-19	Did the teacher demonstrate the desired learning outcome(s) for the lesson?		
20-21	Were the students given at least five minutes time and sufficient space to practice reading aloud before reading in front of the class?		
22-23	Was <u>every</u> student strongly and warmly encouraged to speak before the class?		
23-24	Following <u>each</u> oral reading, did the teacher encourage the student by emphasizing the positive points of the reading?		
24-25	Was a brief class discussion held after <u>each</u> speech to give the student peer feedback information?		
27-28	Were discipline problems settled in the classroom by the teacher, without first sending the student to the principal?		
31-32	Were all students treated equally and fairly by being given a chance to read aloud?		
33-34	Did the teacher assign approximately 15 minutes of homework?		

STOP! PLEASE DO NOT TURN THE PAGE
UNTIL ASKED TO DO SO

Please insert this sheet at the end of Section J.

9-1
J-4

OBSERVATION CHECKLIST

Line Number(s)	Program Procedures	Yes	No
11-12	Was a tape recorder used as a means of providing feedback?		
14-15	Did the teacher state and explain the instructional objectives for the lesson?		
16-17	Did the teacher explain the objectives in terms of their relevance to the students' daily lives?		
18-19	Did the teacher demonstrate the desired learning outcome(s) for the lesson?		
20-21	Were the students given at least five minutes time and sufficient space to practice reading aloud before reading in front of the class?		
22-23	Was <u>every</u> student strongly and warmly encouraged to speak before the class?		
23-24	Following <u>each</u> oral reading, did the teacher encourage the student by emphasizing the positive points of the reading?		
24-25	Was a brief class discussion held after <u>each</u> speech to give the student peer feedback information?		
27-28	Were discipline problems settled in the classroom by the teacher, without first sending the student to the principal?		
31-32	Were all students treated equally and fairly by being given a chance to read aloud?		
33-34	Did the teacher assign approximately 15 minutes of homework?		

STOP! PLEASE DO NOT TURN THE PAGE
UNTIL ASKED TO DO SO

Please insert this sheet at the end of Section J.

Preparing an Observation Checklist - Feedback

OBSERVATION CHECKLIST

Line Number(s)	Program Procedures	Yes	No
11-12	Was a tape recorder used as a means of providing feedback?		
14-15	Did the teacher state and explain the instructional objectives for the lesson?		
16-17	Did the teacher explain the objectives in terms of their relevance to the students' daily lives?		
18-19	Did the teacher demonstrate the desired learning outcome(s) for the lesson?		
20-21	Were the students given at least five minutes time and sufficient space to practice reading aloud before reading in front of the class?		
22-23	Was <u>every</u> student strongly and warmly encouraged to speak before the class?		
23-24	Following <u>each</u> oral reading, did the teacher encourage the student by emphasizing the positive points of the reading?		
24-25	Was a brief class discussion held after <u>each</u> speech to give the student peer feedback information?		
27-28	Were discipline problems settled in the classroom by the teacher, without first sending the student to the principal?		
31-32	Were all students treated equally and fairly by being given a chance to read aloud?		
33-34	Did the teacher assign approximately 15 minutes of homework?		

STOP! PLEASE DO NOT TURN THE PAGE
UNTIL ASKED TO DO SO

Please insert this sheet at the end of Section J.

9-1
J-4

PART 10

Using an Observation Checklist - Feedback

OBSERVATION CHECKLIST

Line Number(s)	Program Procedures	Yes	No
11-12	Was a tape recorder used as a means of providing feedback?		X
14-15	Did the teacher state and explain the instructional objectives for the lesson?	X	
16-17	Did the teacher explain the objectives in terms of their relevance to the students' daily lives?	X	
18-19	Did the teacher demonstrate the desired learning outcome(s) for the lesson?	X	
20-21	Were the students given at least five minutes time and sufficient space to practice reading aloud before reading in front of the class?	X	
22-23	Was <u>every</u> student strongly and warmly encouraged to speak before the class?		X
23-24	Following <u>each</u> oral reading, did the teacher encourage the student by emphasizing the positive points of the reading?		X
24-25	Was a brief class discussion held after <u>each</u> speech to give the student peer feedback information?		X
27-28	Were discipline problems settled in the classroom by the teacher, without first sending the student to the principal?		X
31-32	Were all students treated equally and fairly by being given a chance to read aloud?		X
33-34	Did the teacher assign approximately 15 minutes of homework?	X	

STOP! PLEASE DO NOT TURN THE PAGE
UNTIL ASKED TO DO SO

Please insert this sheet at the end of Section J.

Using an Observation Checklist - Feedback

OBSERVATION CHECKLIST

Line Number(s)	Program Procedures	Yes	No
11-12	Was a tape recorder used as a means of providing feedback?		X
14-15	Did the teacher state and explain the instructional objectives for the lesson?	X	
16-17	Did the teacher explain the objectives in terms of their relevance to the students' daily lives?	X	
18-19	Did the teacher demonstrate the desired learning outcome(s) for the lesson?	X	
20-21	Were the students given at least five minutes time and sufficient space to practice reading aloud before reading in front of the class?	X	
22-23	Was <u>every</u> student strongly and warmly encouraged to speak before the class?		X
23-24	Following <u>each</u> oral reading, did the teacher encourage the student by emphasizing the positive points of the reading?		X
24-25	Was a brief class discussion held after <u>each</u> speech to give the student peer feedback information?		X
27-28	Were discipline problems settled in the classroom by the teacher, without first sending the student to the principal?		X
31-32	Were all students treated equally and fairly by being given a chance to read aloud?		X
33-34	Did the teacher assign approximately 15 minutes of homework?	X	

STOP! PLEASE DO NOT TURN THE PAGE
UNTIL ASKED TO DO SO

Please insert this sheet at the end of Section J.

Using an Observation Checklist - Feedback

OBSERVATION CHECKLIST

Line Number(s)	Program Procedures	Yes	No
11-12	Was a tape recorder used as a means of providing feedback?		X
14-15	Did the teacher state and explain the instructional objectives for the lesson?	X	
16-17	Did the teacher explain the objectives in terms of their relevance to the students' daily lives?	X	
18-19	Did the teacher demonstrate the desired learning outcome(s) for the lesson?	X	
20-21	Were the students given at least five minutes time and sufficient space to practice reading aloud before reading in front of the class?	X	
22-23	Was <u>every</u> student strongly and warmly encouraged to speak before the class?		X
23-24	Following <u>each</u> oral reading, did the teacher encourage the student by emphasizing the positive points of the reading?		X
24-25	Was a brief class discussion held after <u>each</u> speech to give the student peer feedback information?		X
27-28	Were discipline problems settled in the classroom by the teacher, without first sending the student to the principal?		X
31-32	Were all students treated equally and fairly by being given a chance to read aloud?		X
33-34	Did the teacher assign approximately 15 minutes of homework?	X	

STOP! PLEASE DO NOT TURN THE PAGE
UNTIL ASKED TO DO SO

Please insert this sheet at the end of Section J.

10-1
J-5

PART 11

Instrument 1 ODD-NUMBERED TEAMS

Detecting and Anticipating Program Discrepancies for Implementation Plans and Reports

Interview Schedule for Project Director

Project Title_____ Director_____

Interviewer_____ Date_____

Directions

If you were constructing an interview for use in practice, you might say: Ask the project director all the questions listed below. The questions do not have to be asked in the order listed, since the answer to one question may provide the answer to another question and/or lead to a question that is listed in another place on this form. Be sure to put a check (✔) next to each question that is answered fully to ensure coverage of all the questions. (NOTE: In practice, the directions would also indicate how to record the answers, e.g., tape recorder.)

Line Number(s)	Questions to be Asked
4-5	Did all schools participate in the program?

Please use the other side of this page, if necessary

11-1

Instrument 2 ODD-NUMBERED TEAMS

Detecting and Anticipating Program Discrepancies
for Implementation Plans and Reports

Questionnaire for Teachers and Aides

Project Title_____ Director_____

Date_____

Directions

If you were constructing a questionnaire for use in practice, you might use a series of multiple choice type questions. This would guide the teachers and aides in answering questions and facilitate your scoring. You might also want to allow them some extra space to put comments. However, for this exercise, you are to include only the questions you would ask on a questionnaire. These do not have to be asked in the order listed since the answer to one question may provide the answer to another question and/or lead to a question that is listed in another place on this instrument.

Line Number(s)	Questions to be Asked
25-34	Was the equipment, i.e., combination of tape recorder
	and workbook, too complex for your students?

Please use the other side of this page, if necessary

11-2

Instrument 3 ODD-NUMBERED TEAMS

Detecting and Anticipating Program Discrepancies for Implementation Plans and Reports

Classroom Observation Schedule

Project Title_____ Director_____

Observer_____ Date_____

Directions

If you were constructing a classroom observation for use in practice, you might provide the observers with a set of rating alternatives, e.g., number of students with inadequate materials: 1-3; 4-6; 7-10; 10+. For this exercise, you are to use questions which require a "yes" or "no" answer, as you did when you constructed the observation checklist. These questions do not have to be asked in the order listed since the answer to one of them may provide the answer to another and/or lead to a question that is listed in another place on this instrument.

Line Number(s)	Questions to be Asked
21-24	Did each child have a complete set of the instruc-
	tional materials?

Please use the other side of this page, if necessary

11-3

ODD-NUMBERED TEAMS

Detecting and Anticipating Program Discrepancies for Implementation Plans and Reports

This space has been provided so that you may construct any instrument you believe to be useful in conducting an implementation evaluation.

NOTE: In constructing this instrument, please remember to include program line numbers so that you can refer quickly to the program plan in Section L.

PART 12

EVEN-NUMBERED TEAMS

Detecting and Anticipating Program Discrepancies for Implementation Plans and Reports

Directions

In the spaces below, list the potential problems and discrepancies that might arise in the program plan excerpts given in Section L. List them by their line numbers. You will have only 25 minutes for this task. Thus, you may wish to divide the work among your team members, but be sure you do not overlook possible problems that may cut across portions of the plan.

Line Number(s)	Discrepancy (problem) that might arise

Please turn the page

12-1

(continued)

Line Number(s)	Discrepancy (problem) that might arise

STOP! PLEASE DO NOT TURN THE PAGE
UNTIL ASKED TO DO SO

12-2

PART 13

Combining Knowledge of Program Discrepancies

Arbitrator's Directions

Your task in this exercise is to make unbiased judgments about the extent to which each team fulfilled its responsibilities in the last exercise by assigning points to the team's efforts. It will therefore be necessary for you to set aside your team loyalty for this exercise in the interests of justice and fair play.

The following pages contain exercise forms which list potential discrepancies and contain space for assigning points to each team. For each discrepancy listed on these forms, both teams might receive one point, or only one team might receive one point, or no points might be assigned. The information on the exercise forms will help you to reach decisions about whether a team should or should not receive a point for a given type of discrepancy.

Read each discrepancy aloud to the teams to see whether they have noted it during the last exercise and assign one point for each one they have listed. If team members select discrepancies that are not on your list, you must assess their relevance and assign points accordingly. Encourage the teams to challenge one another if they believe that a question is unlikely to result in the information claimed for it or if a discrepancy is improperly stated, repetitious, etc. Remember: You are the arbitrator; you must decide in case of conflict.

At the conclusion of this exercise, you should compute the number of points assigned to each team and indicate the results in the places provided for this purpose. Then you must check to see that each team has at least one reference to the program's defining, organizing, physical, and decision characteristics. If any one of these characteristics is missing, subtract 2 points from the team's score. To facilitate this part of your task, you might ask the team to read one discrepancy on its list related to each characteristic. As the arbitrator, you must decide whether or not it meets the definition of each characteristic.

Summary of Steps for Exercise

Odd-numbered team:	Each team member is responsible for discrepancies detected by one instrument, e.g., Questionnaire for Teachers and Aides.
Even-numbered team:	Each team member is responsible for discrepancies anticipated on one or two of the five sections of the program plan in Section L.
Arbitrator:	Reads list of discrepancies. Decides whether odds, evens, both or neither get points. Subtract 2-8 points from one or both teams, if necessary.

Arbitrator's Record Form

Involving Team #_____ (Odd) and #_____ (Even)

Line Number(s)	Potential Problem or Discrepancy	Points for: Odd	Even
4-5	All 5 schools did not participate in the program.		
6-7	School records computed or recorded incorrectly.		
7-8	There were fewer than 10 students per school who met the criteria.		
7-9	More or less than the number planned were selected.		
8	Selection was not done randomly.		
9-10	Fewer than 100 "control" students received regular classroom instruction.		
11	Carpenter did not become project director.		
12-15	Carpenter did not make the specified visits for any one of many reasons, such as being too busy with other projects, etc.		
14-15	Carpenter did not perform his functions during the visits he made for any one of a number of reasons, such as being too busy to devote enough time to the project, etc.		
15-16	Carpenter failed to hire the five aides.		
17-20	The aides were not trained properly for any one of a number of reasons, e.g., not hired in time for the project.		
21-24	Some or all of the materials did not arrive on time for any one of several reasons, e.g., rail strike, some had to be back ordered, etc.		
21-14	The materials did not arrive in satisfactory condition, e.g., broken recorders or earphones.		

TOTAL FOR THIS PAGE _____ _____

Please turn to the next page

13-2

(continued)

Line Number(s)	Potential Problem or Discrepancy	Points for: Odd	Even
21-24	The order was not sufficient for each school's needs.		
21-24	The equipment and materials broke down under use; e.g., the tapes in the cassettes kept getting tangled, the workbook pages were too thin for erasers, etc.		
25-34	The equipment was too complex for the students to use effectively, e.g., continually had to teach them the procedure rather than the lesson itself.		
25-34	The materials were not coordinated as specified, e.g., slightly different editions may have been used for the tapes and workbooks.		
25-34	The instructional procedure was not followed for any one of several reasons other than because of equipment or materials, e.g., too complex or boring.		
35	Lopez did not conduct the evaluation, e.g., he delegated the responsibility to someone else.		
35-36	Lopez did not summarize or report progress on some or all of the quizzes, e.g., some or all of the data were not available to him; he didn't collect the data, etc.		
35-37	Lopez did not report pupil progress on the tests for one of several reasons, e.g., they were not given (or given on time), scores were not forwarded to him, he was too busy on other projects, etc.		
37	Some or all of the tests were not given on the listed dates, e.g., Lopez did not make sufficient advance plans and other school activities interfered, or the tests were never constructed.		
38	Lopez did not analyze or report the relative progress of experimental and "control" groups, e.g., he didn't think it was important.		
39-40	The experimental and "control" groups were not working toward the same objectives.		

TOTAL FOR THIS PAGE _____ _____

Please turn to the next page

13-3

(continued)

Line Number(s)	Potential Problem or Discrepancy	Points for: Odd	Even
40-41	Lopez did not report whether the program was being implemented as planned for any one of a number of reasons, e.g., lack of the school's cooperation in doing it; he did not think it was important, etc.		
40-41	Lopez did not examine and/or report whether the program was being implemented as planned, e.g., he had other commitments; data were not made available to him.		
41-43	McKenna did not conduct the evaluation.		
41-43	McKenna's evaluation was incomplete, e.g., he was called in after some pretest data were lost and he couldn't fully document parts of the program.		
41-43	McKenna's evaluation wasn't independent, e.g., he became involved in program planning and tended to overlook small, but ultimately important, problems.		
	TOTAL FOR THIS PAGE		
	TOTAL POINTS FOR ALL PAGES 13-2 to 13-4		

Line Number(s)	Discrepancies Not Accounted For on Pages 13-2 to 13-4	Points for: Odd	Even

Did the odd-numbered and the even-numbered team include reference to the program's defining, organizing, physical, and decision characteristics? If not, subtract 2 points for each characteristic that was ignored.

FINAL SCORES: Odd _____

Even _____

PART 14

Combining Knowledge of Program Discrepancies - Feedback

Line Number(s)	Potential Problem or Discrepancy
4-5	All 5 schools did not participate in the program.
6-7	School records computed or recorded incorrectly.
7-8	There were fewer than 10 students per school who met the criteria.
7-9	More or less than the number planned were selected.
8	Selection was not done randomly.
9-10	Fewer than 100 "control" students received regular classroom instruction.
11	Carpenter did not become project director.
12-15	Carpenter did not make the specified visits for any one of many reasons, such as being too busy with other projects.
14-15	Carpenter did not perform his functions during the visits he made for any one of a number of reasons, such as being too busy to devote enough time to the project.
15-16	Carpenter failed to hire the five aides.
17-20	The aides were not trained properly for any one of a number of reasons, e.g., not hired in time for the project.
21-24	Some or all of the materials did not arrive for any one of several reasons, e.g., order not placed properly, lost shipment, wrong materials shipped, etc.
21-24	Some or all of the materials did not arrive on time for any one of several reasons, e.g., rail strike, some had to be back ordered, etc.
21-24	The materials did not arrive in satisfactory condition, e.g., broken recorders or earphones.
21-24	The order was not sufficient for each school's needs.
21-24	The equipment and materials broke down under use; e.g., the tapes in the cassettes kept getting tangled, the workbook pages were too thin for erasers, etc.

Please turn the page

(continued)

Line Number(s)	
25-34	The equipment was too complex for the students to use effectively, e.g., continually had to teach them the procedure rather than the lesson itself.
25-34	The materials were not coordinated as specified, e.g., slightly different editions may have been used for the tapes and workbooks.
25-34	The instructional procedure was not followed for any one of several reasons other than because of equipment or materials, e.g., too complex or boring.
35	Lopez did not conduct the evaluation, e.g., he delegated the responsibility to someone else.
35-36	Lopez did not summarize or report progress on some or all of the quizzes, e.g., some or all of the data were not available to him; he didn't collect it, etc.
35-37	Lopez did not report pupil progress on the tests for one of several reasons, e.g., they were not given (or given on time), scores were not forwarded to him, he was too busy with other projects, etc.
37	Some or all of the tests were not given on the listed dates, e.g., Lopez did not make sufficient advance plans and other school activities interfered, or the tests were never constructed.
38	Lopez did not analyze or report the relative progress of experimental and "control" groups, e.g., he didn't think it was important.
39-40	The experimental and "control" groups were not working toward the same objectives.
40-41	Lopez did not report whether the program was being implemented as planned for any one of a number of reasons, e.g., lack of the school's cooperation in doing it; he did not think it was important, etc.
40-41	Lopez did not examine and/or report whether the program was being implemented as planned, e.g., he had other commitments; data were not made available to him.
41-43	McKenna did not conduct the evaluation.
41-43	McKenna's evaluation was incomplete, e.g., he was called in after some pretest data were lost and he couldn't fully document parts of the program.
41-43	McKenna's evaluation wasn't independent, e.g., he became involved in program planning and tended to overlook small, but ultimately important, problems.

Please insert 14-1 and 14-2 at the end of Section 0.

Combining Knowledge of Program Discrepancies - Feedback

Line Number(s)	Potential Problem or Discrepancy
4-5	All 5 schools did not participate in the program.
6-7	School records computed or recorded incorrectly.
7-8	There were fewer than 10 students per school who met the criteria.
7-9	More or less than the number planned were selected.
8	Selection was not done randomly.
9-10	Fewer than 100 "control" students received regular classroom instruction.
11	Carpenter did not become project director.
12-15	Carpenter did not make the specified visits for any one of many reasons, such as being too busy with other projects.
14-15	Carpenter did not perform his functions during the visits he made for any one of a number of reasons, such as being too busy to devote enough time to the project.
15-16	Carpenter failed to hire the five aides.
17-20	The aides were not trained properly for any one of a number of reasons, e.g., not hired in time for the project.
21-24	Some or all of the materials did not arrive for any one of several reasons, e.g., order not placed properly, lost shipment, wrong materials shipped, etc.
21-24	Some or all of the materials did not arrive on time for any one of several reasons, e.g., rail strike, some had to be back ordered, etc.
21-24	The materials did not arrive in satisfactory condition, e.g., broken recorders or earphones.
21-24	The order was not sufficient for each school's needs.
21-24	The equipment and materials broke down under use; e.g., the tapes in the cassettes kept getting tangled, the workbook pages were too thin for erasers, etc.

Please turn the page

(continued)

Line Number(s)	
25-34	The equipment was too complex for the students to use effectively, e.g., continually had to teach them the procedure rather than the lesson itself.
25-34	The materials were not coordinated as specified, e.g., slightly different editions may have been used for the tapes and workbooks.
25-34	The instructional procedure was not followed for any one of several reasons other than because of equipment or materials, e.g., too complex or boring.
35	Lopez did not conduct the evaluation, e.g., he delegated the responsibility to someone else.
35-36	Lopez did not summarize or report progress on some or all of the quizzes, e.g., some or all of the data were not available to him; he didn't collect it, etc.
35-37	Lopez did not report pupil progress on the tests for one of several reasons, e.g., they were not given (or given on time), scores were not forwarded to him, he was too busy with other projects, etc.
37	Some or all of the tests were not given on the listed dates, e.g., Lopez did not make sufficient advance plans and other school activities interfered, or the tests were never constructed.
38	Lopez did not analyze or report the relative progress of experimental and "control" groups, e.g., he didn't think it was important.
39-40	The experimental and "control" groups were not working toward the same objectives.
40-41	Lopez did not report whether the program was being implemented as planned for any one of a number of reasons, e.g., lack of the school's cooperation in doing it; he did not think it was important, etc.
40-41	Lopez did not examine and/or report whether the program was being implemented as planned, e.g., he had other commitments; data were not made available to him.
41-43	McKenna did not conduct the evaluation.
41-43	McKenna's evaluation was incomplete, e.g., he was called in after some pretest data were lost and he couldn't fully document parts of the program.
41-43	McKenna's evaluation wasn't independent, e.g., he became involved in program planning and tended to overlook small, but ultimately important, problems.

Please insert 14-1 and 14-2 at the end of Section O.

Combining Knowledge of Program Discrepancies - Feedback

Line Number(s)	Potential Problem or Discrepancy
4-5	All 5 schools did not participate in the program.
6-7	School records computed or recorded incorrectly.
7-8	There were fewer than 10 students per school who met the criteria.
7-9	More or less than the number planned were selected.
8	Selection was not done randomly.
9-10	Fewer than 100 "control" students received regular classroom instruction.
11	Carpenter did not become project director.
12-15	Carpenter did not make the specified visits for any one of many reasons, such as being too busy with other projects.
14-15	Carpenter did not perform his functions during the visits he made for any one of a number of reasons, such as being too busy to devote enough time to the project.
15-16	Carpenter failed to hire the five aides.
17-20	The aides were not trained properly for any one of a number of reasons, e.g., not hired in time for the project.
21-24	Some or all of the materials did not arrive for any one of several reasons, e.g., order not placed properly, lost shipment, wrong materials shipped, etc.
21-24	Some or all of the materials did not arrive on time for any one of several reasons, e.g., rail strike, some had to be back ordered, etc.
21-24	The materials did not arrive in satisfactory condition, e.g., broken recorders or earphones.
21-24	The order was not sufficient for each school's needs.
21-24	The equipment and materials broke down under use; e.g., the tapes in the cassettes kept getting tangled, the workbook pages were too thin for erasers, etc.

Please turn the page

(continued)

Line Number(s)	
25-34	The equipment was too complex for the students to use effectively, e.g., continually had to teach them the procedure rather than the lesson itself.
25-34	The materials were not coordinated as specified, e.g., slightly different editions may have been used for the tapes and workbooks.
25-34	The instructional procedure was not followed for any one of several reasons other than because of equipment or materials, e.g., too complex or boring.
35	Lopez did not conduct the evaluation, e.g., he delegated the responsibility to someone else.
35-36	Lopez did not summarize or report progress on some or all of the quizzes, e.g., some or all of the data were not available to him; he didn't collect it, etc.
35-37	Lopez did not report pupil progress on the tests for one of several reasons, e.g., they were not given (or given on time), scores were not forwarded to him, he was too busy with other projects, etc.
37	Some or all of the tests were not given on the listed dates, e.g., Lopez did not make sufficient advance plans and other school activities interfered, or the tests were never constructed.
38	Lopez did not analyze or report the relative progress of experimental and "control" groups, e.g., he didn't think it was important.
39-40	The experimental and "control" groups were not working toward the same objectives.
40-41	Lopez did not report whether the program was being implemented as planned for any one of a number of reasons, e.g., lack of the school's cooperation in doing it; he did not think it was important, etc.
40-41	Lopez did not examine and/or report whether the program was being implemented as planned, e.g., he had other commitments; data were not made available to him.
41-43	McKenna did not conduct the evaluation.
41-43	McKenna's evaluation was incomplete, e.g., he was called in after some pretest data were lost and he couldn't fully document parts of the program.
41-43	McKenna's evaluation wasn't independent, e.g., he became involved in program planning and tended to overlook small, but ultimately important, problems.

Please insert 14-1 and 14-2 at the end of Section O.

PART 15

Writing an Implementation Evaluation Report

Directions

The following is a copy of the recommendations section of the Implementation Evaluation Report (See Section Q.) and a list of options for recommendations. Your task is to select one or more options out of the four provided for each recommendation. Select the recommendations by circling the best choice(s).

Recommendations

The results show that the teachers at Eastchester did not adhere to the program plan. To help the teachers "stick to" the important features of the program plan, such as following the instructional sequence, I would recommend:

a) reworking the instructional sequence. If the teachers could not follow the sequence, it probably is unfeasible or impractical.

b) providing retraining for teachers that concentrate on the rationale behind the instructional sequence and the use of important instructional principles associated with the program, such as practice and discussion.

c) changing personnel. The program could be more closely followed by teachers who are willing to attend orientation sessions and to learn and understand the instructional principles and practices recommended in the program.

d) conducting more evaluation visits to each classroom. Teachers will then have more feedback about what they are doing. They will probably study the plan more carefully, and become more aware of the instructional rationale and structure.

Because of the problems with instructional materials, special care should be taken that the teachers obtain a complete and accurate set of materials for their classrooms. In view of the problems with the workbooks, perhaps <u>two</u> visits to the district's purchasing department by a staff member (preferably the department chairman) should be made to check on the status of the shipment of materials. However, this recommendation is not foolproof, as the education department does not control the shipping union or publishers. Other measures which might be helpful are:

a) to keep copies of the student workbooks in each classroom instead of issuing one to each student. Thus, the students could share books by writing their answers on separate sheets of paper.

b) to have a "share system" of materials with other schools. Urge the district office to have a record of the materials that schools are using in common.

c) to have alternative materials on hand before initiating a program in a school.

d) to have teachers meet in teams and study the objectives teams can work together to create sample materials they can use in the program. These sample materials will lesson the dependence of the teachers on the whims of the shipping industry.

116 In the interview, Ms. Page and Ms. Webster indicated that their students
117 needed more opportunity for practice. The critical incidents show that
118 every teacher had problems with interruptions and/or discipline problems.
119 The program can probably accommodate for these problems by:

120 a) having a checklist of important program components which the teacher can use to make sure the students do the important activities

b) arranging for a special class of pupils who will not cooperate and who cause disruptions. The intercom should be shut off, and no interruptions should be allowed

c) changing the schedule so that it is like New Briar's flexible schedule.

d) having some or all involved teachers meet and help solve these problems. A change in scheduling and organization of classes might be in order--it is up to the program director, faculty, and school administration to decide how to change the schedule and classroom organization.

PART 16

Feedback for Recommendation 1

Options b and d are probably the best choices.

Option a - rework the instructional sequence is probably too drastic a recommendation. On the basis of the information provided in the report, it seems likely that the planned instructional sequence was never actually given a chance. Therefore, it is not really possible to determine whether the sequence could have worked. Remember, too, that the lesson plans were not collated properly, the teachers couldn't find a statement of objectives for the lessons and key ideas were written unclearly. It may be premature to suggest a reworking of the instructional sequence.

Option b - provide retraining - seems to be a fairly sound choice in view of the evidence provided by the interviews. From them, we know that three teachers did not attend the orientation, and that three teachers found the sequence of instruction difficult to follow. These factors point to the need for more training. If, after a retraining period, the teachers still find the sequence difficult to follow, then the feasibility of the instructional rationale and sequence can be reevaluated.

Option c - changing personnel - is probably not a good choice. For one thing the teachers are probably tenured. Also, since the reason for lack of attendance at the orientation is not given, there is no probable evidence of neglect or misconduct to warrant such drastic action. Providing the teachers with further training -- even, if you were willing to fight the tenure rules in this issue. Providing the teachers with further training to help them understand the objectives and sequence is a wiser and more sensible move. After all, the teachers' lack of understanding was probably due to the training materials, trainers, or the manner in which the objectives, sequence, or rationale were stated.

Option d - more visits from the evaluator - could be useful, if applied correctly. With more visits from the evaluator, teachers might have more opportunities to ask questions. They might also be able to get feedback about their teaching in relation to the program rationale and procedures. However, the feasibility of this recommendation in terms of time and money must be considered.

Please insert pages 16-1, 16-2 and 16-3 at the end of Section Q.

16-1
Q-11

Feedback for Recommendation 2:

Option a is probably the best choice.

Option a - copies of workbooks in classrooms - is a good selection. Several schools practice this type of sharing. However, keeping copies of materials in the classroom and sharing materials within the classroom may mean a little more work for the teacher, since he or she may have to copy and mimeograph exercises and develop a system where children share books and materials. Nevertheless, developing and working with such a system need not be overly time-consuming, and prove to be an effective solution to the problem of the shortage of instructional materials.

Option b - using a "share" system with other schools - suggests that communication channels between schools must be good. Such communication channels are not always easy to establish. Additionally, there might be some problems coordinating materials for so many students. Conveying materials back and forth between schools could also be problematic. Perhaps this measure could be used in emergencies.

Option c - alternative materials - may seem like a good recommendation, but the process of selecting one set of program materials is hard enough without having to selecting alternatives. The time required to find materials that follow an appropriate instructional sequence and that are consistent with the program's objectives can be very expensive.

Option d - teachers meet in teams - is a good recommendation if teachers are willing to spend time to meet together and create materials. However, not all teachers are willing and/or able to give more time to extra work when their days are so full and their jobs are already so demanding. It must be kept in mind that the task of creating materials congruent with the program's instructional rationale, sequence, and specified objectives is a very difficult one.

Feedback for Recommendation 3

Option d - have teachers meet and help solve problems - is probably the best of the options.

Option a - checklist - might seem like a good idea at first. It is often helpful to have the discipline of checking off activities that one should implement and accomplish. However, the activities listed on a checklist must be within the realm of the possible. If implementing the activities is unfeasible in terms of time, facilities, etc., the checklist

can't be followed and completed in any case. Thus, this option is only a good one if the means for success in implementing the activities and directives is available.

Option b - arranging for a special class of troublemakers and shutting off the intercom - is like curing the symptoms but not the disease. It might stop any noticeable problems for a while, but a better solution would be to help the troublemakers and arrange the program to deal with interruptions and discipline problems. Besides, who will you assign to teach the class of troublemakers?

Option c - change schedule - is very likely a means by which the program can accomodate interruptions, discipline problems, and inadequate opportunity for practice. However, New Briar's flexible schedule should be fully explained and its relevance to Eastchester described before adoption of this schedule is approved.

Option d - teachers help solve problems - is probably the most appropriate recommendation. Interruptions, discipline problems, and inadequate opportunity for practice are classroom issues which concern teachers directly. It is therefore fair, and probably wise, when feasible, to involve teachers in those aspects of the program that most concern them. In Eastchester's case, bringing the teachers together seems especially appropriate since a variety of problems could get discussed and hopefully, solved.

Feedback for Recommendation 1

Options b and d are probably the best choices.

Option a - rework the instructional sequence is probably too drastic a recommendation. On the basis of the information provided in the report, it seems likely that the planned instructional sequence was never actually given a chance. Therefore, it is not really possible to determine whether the sequence could have worked. Remember, too, that the lesson plans were not collated properly, the teachers couldn't find a statement of objectives for the lessons and key ideas were written unclearly. It may be premature to suggest a reworking of the instructional sequence.

Option b - provide retraining - seems to be a fairly sound choice in view of the evidence provided by the interviews. From them, we know that three teachers did not attend the orientation, and that three teachers found the sequence of instruction difficult to follow. These factors point to the need for more training. If, after a retraining period, the teachers still find the sequence difficult to follow, then the feasibility of the instructional rationale and sequence can be reevaluated.

Option c - changing personnel - is probably not a good choice. For one thing the teachers are probably tenured. Also, since the reason for lack of attendance at the orientation is not given, there is no probable evidence of neglect or misconduct to warrant such drastic action. Providing the teachers with further training -- even, if you were willing to fight the tenure rules in this issue. Providing the teachers with further training to help them understand the objectives and sequence is a wiser and more sensible move. After all, the teachers' lack of understanding was probably due to the training materials, trainers, or the manner in which the objectives, sequence, or rationale were stated.

Option d - more visits from the evaluator - could be useful, if applied correctly. With more visits from the evaluator, teachers might have more opportunities to ask questions. They might also be able to get feedback about their teaching in relation to the program rationale and procedures. However, the feasibility of this recommendation in terms of time and money must be considered.

Please insert pages 16-1, 16-2 and 16-3 at the end of Section Q.

16-1
Q-11

Feedback for Recommendation 2:

Option a is probably the best choice.

Option a - copies of workbooks in classrooms - is a good selection. Several schools practice this type of sharing. However, keeping copies of materials in the classroom and sharing materials within the classroom may mean a little more work for the teacher, since he or she may have to copy and mimeograph exercises and develop a system where children share books and materials. Nevertheless, developing and working with such a system need not be overly time-consuming, and prove to be an effective solution to the problem of the shortage of instructional materials.

Option b - using a "share" system with other schools - suggests that communication channels between schools must be good. Such communication channels are not always easy to establish. Additionally, there might be some problems coordinating materials for so many students. Conveying materials back and forth between schools could also be problematic. Perhaps this measure could be used in emergencies.

Option c - alternative materials - may seem like a good recommendation, but the process of selecting one set of program materials is hard enough without having to selecting alternatives. The time required to find materials that follow an appropriate instructional sequence and that are consistent with the program's objectives can be very expensive.

Option d - teachers meet in teams - is a good recommendation if teachers are willing to spend time to meet together and create materials. However, not all teachers are willing and/or able to give more time to extra work when their days are so full and their jobs are already so demanding. It must be kept in mind that the task of creating materials congruent with the program's instructional rationale, sequence, and specified objectives is a very difficult one.

Feedback for Recommendation 3

Option d - have teachers meet and help solve problems - is probably the best of the options.

Option a - checklist - might seem like a good idea at first. It is often helpful to have the discipline of checking off activities that one should implement and accomplish. However, the activities listed on a checklist must be within the realm of the possible. If implementing the activities is unfeasible in terms of time, facilities, etc., the checklist

16-2
Q-12

can't be followed and completed in any case. Thus, this option is only a good one if the means for success in implementing the activities and directives is available.

Option b - arranging for a special class of troublemakers and shutting off the intercom - is like curing the symptoms but not the disease. It might stop any noticeable problems for a while, but a better solution would be to help the troublemakers and arrange the program to deal with interruptions and discipline problems. Besides, who will you assign to teach the class of troublemakers?

Option c - change schedule - is very likely a means by which the program can accomodate interruptions, discipline problems, and inadequate opportunity for practice. However, New Briar's flexible schedule should be fully explained and its relevance to Eastchester described before adoption of this schedule is approved.

Option d - teachers help solve problems - is probably the most appropriate recommendation. Interruptions, discipline problems, and inadequate opportunity for practice are classroom issues which concern teachers directly. It is therefore fair, and probably wise, when feasible, to involve teachers in those aspects of the program that most concern them. In Eastchester's case, bringing the teachers together seems especially appropriate since a variety of problems could get discussed and hopefully, solved.

16-3
Q-13

Feedback for Recommendation 1

Options b and d are probably the best choices.

Option a - rework the instructional sequence is probably too drastic a recommendation. On the basis of the information provided in the report, it seems likely that the planned instructional sequence was never actually given a chance. Therefore, it is not really possible to determine whether the sequence could have worked. Remember, too, that the lesson plans were not collated properly, the teachers couldn't find a statement of objectives for the lessons and key ideas were written unclearly. It may be premature to suggest a reworking of the instructional sequence.

Option b - provide retraining - seems to be a fairly sound choice in view of the evidence provided by the interviews. From them, we know that three teachers did not attend the orientation, and that three teachers found the sequence of instruction difficult to follow. These factors point to the need for more training. If, after a retraining period, the teachers still find the sequence difficult to follow, then the feasibility of the instructional rationale and sequence can be reevaluated.

Option c - changing personnel - is probably not a good choice. For one thing the teachers are probably tenured. Also, since the reason for lack of attendance at the orientation is not given, there is no probable evidence of neglect or misconduct to warrant such drastic action. Providing the teachers with further training -- even, if you were willing to fight the tenure rules in this issue. Providing the teachers with further training to help them understand the objectives and sequence is a wiser and more sensible move. After all, the teachers' lack of understanding was probably due to the training materials, trainers, or the manner in which the objectives, sequence, or rationale were stated.

Option d - more visits from the evaluator - could be useful, if applied correctly. With more visits from the evaluator, teachers might have more opportunities to ask questions. They might also be able to get feedback about their teaching in relation to the program rationale and procedures. However, the feasibility of this recommendation in terms of time and money must be considered.

Please insert pages 16-1, 16-2 and 16-3 at the end of Section Q.

16-1
Q-11

Feedback for Recommendation 2:

Option a is probably the best choice.

Option a - copies of workbooks in classrooms - is a good selection. Several schools practice this type of sharing. However, keeping copies of materials in the classroom and sharing materials within the classroom may mean a little more work for the teacher, since he or she may have to copy and mimeograph exercises and develop a system where children share books and materials. Nevertheless, developing and working with such a system need not be overly time-consuming, and prove to be an effective solution to the problem of the shortage of instructional materials.

Option b - using a "share" system with other schools - suggests that communication channels between schools must be good. Such communication channels are not always easy to establish. Additionally, there might be some problems coordinating materials for so many students. Conveying materials back and forth between schools could also be problematic. Perhaps this measure could be used in emergencies.

Option c - alternative materials - may seem like a good recommendation, but the process of selecting one set of program materials is hard enough without having to selecting alternatives. The time required to find materials that follow an appropriate instructional sequence and that are consistent with the program's objectives can be very expensive.

Option d - teachers meet in teams - is a good recommendation if teachers are willing to spend time to meet together and create materials. However, not all teachers are willing and/or able to give more time to extra work when their days are so full and their jobs are already so demanding. It must be kept in mind that the task of creating materials congruent with the program's instructional rationale, sequence, and specified objectives is a very difficult one.

Feedback for Recommendation 3

Option d - have teachers meet and help solve problems - is probably the best of the options.

Option a - checklist - might seem like a good idea at first. It is often helpful to have the discipline of checking off activities that one should implement and accomplish. However, the activities listed on a checklist must be within the realm of the possible. If implementing the activities is unfeasible in terms of time, facilities, etc., the checklist

16-2
Q-12

can't be followed and completed in any case. Thus, this option is only a good one if the means for success in implementing the activities and directives is available.

Option b - arranging for a special class of troublemakers and shutting off the intercom - is like curing the symptoms but not the disease. It might stop any noticeable problems for a while, but a better solution would be to help the troublemakers and arrange the program to deal with interruptions and discipline problems. Besides, who will you assign to teach the class of troublemakers?

Option c - change schedule - is very likely a means by which the program can accomodate interruptions, discipline problems, and inadequate opportunity for practice. However, New Briar's flexible schedule should be fully explained and its relevance to Eastchester described before adoption of this schedule is approved.

Option d - teachers help solve problems - is probably the most appropriate recommendation. Interruptions, discipline problems, and inadequate opportunity for practice are classroom issues which concern teachers directly. It is therefore fair, and probably wise, when feasible, to involve teachers in those aspects of the program that most concern them. In Eastchester's case, bringing the teachers together seems especially appropriate since a variety of problems could get discussed and hopefully, solved.